

DEVELOPMENTALLY APPROPRIATE SERVICES FOR YOUNG CHILDREN WITHIN A SERVICE-INCLUSIVE SOCIAL CONTEXT

Li-Yuan Wu

Department of Early Childhood Education

National University of Tainan

33, Sec. 2, Shu-Lin St., Tainan 700, Taiwan

Email: liyuan@mail.nutn.edu.tw

ABSTARCT

Providers of services for young children need to consider the diverse attributes of young children at distinct developmental stages in providing developmentally appropriate services within a service-inclusive social context. This review examines the broad concept of developmental appropriateness in terms of a system of concepts with the two dimensions of age appropriateness and individual appropriateness and relevant issues to provide researchers and service providers with operational guidelines and suggestions. Developmentally appropriate activities such as gestural representation, drawing, dance, musical expression, drama, and play are proposed to enhance the child's developmental benefits. To conclude the review, a contextual perspective of provision and consumption of services for young children is represented graphically to depict the system in which crucial factors relevant to service provision and consumption interact within a service-inclusive social context.

Keywords: service; child; developmental appropriateness; social context

1. INTRODUCTION

The child's development has been one of the most important focuses of diverse research traditions within sociology, psychology, psychiatry, and related disciplines. The diverse perspectives of the child's development can be identified mainly by three focuses: the maturationist, the behaviorist and the constructivist perspectives. The maturationist views the child's maturational development as a process proceeding in fixed sequences, directed fundamentally by the action of genes and the maturational law. However, the tradition of behaviorism emphasizes the processes by which the learning behavior of a child, as a learner in a learning environment, is formed by stimuli from the external environment. In contrast, constructivists are concerned with "the multiple realities constructed by people and the implications of those constructions for their lives and interactions with others" (Patton 2002, p. 96). As mentioned by Patton, the meaning-making activity of the individual mind and the collective generation of meaning have become the crucial focuses for constructivism and constructionism, respectively. In this perspective, socioconstructivists emphasize the importance of a social context for children, within which individual constructions of children are formed and collective actions are taken

by children and adults to construct meaningful interpretation of their world. The diverse perspectives of the child's development suggest the very characteristics of the child which providers of services for young children of diverse attributes at distinct developmental stages need to take into consideration in providing developmentally appropriate services within a service-inclusive social context.

In response to specific, identified needs within a historical context, the National Association for the Education of Young Children (NAEYC) published documents containing position statements in 1986 (Bredekamp, 1987). The position statements were to provide guidance to program personnel seeking accreditation by NAEYC's National Academy of Early Childhood Programs and to respond to inappropriate practices in the field of early childhood education. The documents were subject to subsequent revisions (Bredekamp and Copple, 1997). While the developmentally appropriate practice guidelines published by NAEYC did not cease the debate and controversies about developmentally appropriate practice, the guidelines not merely "sparked a renewed commitment on the part of early childhood educators to relate educational practice to our current knowledge about how young children grow and learn" (New, 1994, p. 65), but also provide theoretical and practical foundations for serving young children in developmentally appropriate ways to enhance their benefits and development. This review is to examine developmentally appropriate services for young children and relevant issues in the perspective of developmental appropriateness as taken by NAEYC to encourage further research on provision and consumption of developmentally appropriate services for young children within a service-inclusive social context.

2. DEVELOPMENTAL APPROPRIATENESS

In order to promote young children's benefits and development within a service-inclusive social context, the first task is to systematically represent developmental appropriateness as a system of concepts and operational practices to provide researchers and service providers with operational guidelines. Age appropriateness and individual appropriateness were proposed initially as the two dimensions of the concept of developmental appropriateness. The two dimensions suggest not merely developmentally appropriate curricula for young children, but other types of developmentally appropriate service for young children as well. With regard to age appropriateness, children develop through a universal, predictable sequence of growth and change during the first 9 years of life. In this perspective taken by NAEYC, the curriculum and services for young children should be designed to fit the developmental stages of children, such as physical, emotional, social, and cognitive development. Individual appropriateness emphasizes that each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Teachers and thus service providers should be responsive to the unique needs of each child. The statement of DAP emphasized the importance of play in young children's lives. Therefore, child-initiated, child-directed, teacher-supported play is one of the essential components of developmentally appropriate practice and service.

Lubeck (1998) discussed the issue regarding commonality such as a common set of practice guidelines for early childhood education and emphasized that early childhood education should adapt to diverse cultures instead of following certain

guidelines in a rapidly changing world. She mentioned that human beings are subjects with knowledge being distributed in the early childhood community and early childhood educators should work collaboratively to enhance early childhood education. Furthermore, she presented cultural diversity as one of her major arguments regarding DAP. Cultural diversity can be regarded as one of the crucial elements of individual appropriateness rather than one of the criticisms against the concept of developmental appropriateness, suggesting one line of thinking in designing and providing appropriate practices and services for young children within a service-inclusive social context.

3. SERVICE-INCLUSIVE SOCIAL CONTEXT

The benefits young children may acquire in consuming services provided by service providers depend considerably on the service-inclusive social context within which services for young children are provided and consumed. How services for young children are to be provided and consumed need to be addressed not merely in the physical perspective, but in the social perspective as well. As mentioned by Vygotsky (1978) with regard to a child's general process of development, two qualitatively different lines of development can be distinguished within it, the biological origin on the one hand, and the sociocultural origin on the other hand, interwoven to form the history of child behavior. James, Jenks, and Prout (1998) discussed the social space for children in terms of the school space, the city space, and the domestic space, which are crucial with regard to social experience, creating a new set of parameters in relation to the child. In a broad sense, Lawrence-Lightfoot (1997) found a context critical to the documentation of human experience and

organizational culture and identified a context as the setting-physical, geographic, temporal, historical, cultural, aesthetic- within which action takes place. Furthermore, she mentioned that context becomes the framework, the reference point, the map and the ecological sphere, and is used as a resource for understanding what people say and do by placing people and action in time and place.

With regard to human interactions within a social context, Valenzuela (1999) pointed out the importance of exchange relations in social interaction in enabling the attainment of goals that can not be attained individually. As mentioned by Thornton (1995), social factors often play a critical role even in the situations that seem to rely only on our perceptions of the physical world. Children learn the skills they need to become mature problem solvers through the process of sharing the task of solving a problem. Kamii and Devries (1980) found inseparability of social, affective, and cognitive development, in particular in early childhood education, when conceptualizing social, affective, and cognitive objectives. As mentioned by Patton (2002), social-ecological constellations are created by the ways in which human beings interact and affect how participants behave toward each other in those environments. Social environments vary just as physical environments do.

The visual world as perceived by young children provides information and meanings to young children, constituting crucial elements of their daily experiences. As asserted by Vygotsky (1978) with regard to children's perception of the visual world and processing of the external information from various sources, children solve practical tasks with the help of their speech, as well as their eyes and hands and this unity of perception, speech, and action ultimately produces internalization of the visual field.

Previous studies have reported on children's representations of their experiences in various perspectives, providing information and implications regarding young children's understanding of the social context within which their daily experiences evolve and their consumption of services of various types may take place (e.g., Nelson and Gruendel, 1981; Wu, 2005).

The concept of script proposed by Abelson (1981) is one of the critical theoretical propositions concerning the social experiences children acquire daily within a social context. Abelson proposed that there are scripts in understanding and scripts in behavior in that understanding a situation can be taken to mean the cognitive retrieval of previous situations to which present situation is similar and appropriate behavior in the present situation is then specified by the behavior in those previous situations. In this perspective, Nelson and Gruendel (1981) asserted that the script is a cognitive model of experienced events. The script approach provides a theoretical foundation for research on context-embedded consumer behavior in the industry of young children's service. In order to provide an operational construct of the social space within which a child's experienced events take place to analyze and theorize childhood, Wu (2005) presented a structural analysis of children's experience by examining young children's representations of experience with the aid of young children's drawings and verbal representations. As suggested by the drawings and verbal representations of the children of her study, the essential elements of children's experience include cultures, physical objects, time, and relation, and children's representations of experienced events are formed by operations of components of relation on unions of components of cultures, physical objects, and time.

4. CREATIVE ACTIVITIES AND SERVICES

As shown by studies concerning the influential contextual elements of a social context (e.g., Lin and Reifel, 1999; Oken-Wright, 1998; Reifel and Yeatman, 1993), children's learning and action within a social context are considerably influenced and shaped by the influential classroom contextual elements including materials, social relations, real-world experiences, play decisions, and time within a social context. Previous literatures and studies have reported on developmental benefits children may acquire in such creative activities as gestural representation, drawing, dance, musical expression, drama, play, and other types of representation activities with the aid of creative materials, including blocks, toys, and drawing materials, which would encourage and facilitate children's symbolization and concept formation (e.g., Vygotsky, 1978, 1986; Helm and Katz, 2001; Frost, Wortham and Reifel, 2001; Wu, 2009). Design and provision of creative activities as services for young children within a social context may promote young children's developmental benefits through consumption of these services as a result of learning outcomes generated with children's formation of various types of complex thinking, as noted by Vygotsky (1986), including complex thinking of association, complex thinking of collection, complex thinking of chain, complex thinking of diffusion, and complex thinking of bridge. Vygotsky identified the phases of concept formation by the three basic phases marked by the predominance of syncretic images, the complex, and abstraction. As mentioned by Vygotsky from a topological perspective, in a complex, individual objects are united in the child's mind not only by his subjective impressions but also by the bonds existing between these objects as well, which

are concrete and factual rather than abstract and logical.

Vygotsky (1986) studied children's formation of complex thinking and concepts with two sets of stimuli presented to the subject, one set as objects of his activity, the other as signs that served to organize the activity. The material employed in the study consisted of 22 wooden blocks which vary in color, shape, height. As revealed by the study, the subject's manipulations of the blocks suggested the steps in his reasoning and the role blocks took in the child's formation of complex thinking. In the process of problem solving with blocks, the child showed the sequence of tasks taken in problem solving, as demonstrated sequentially by the first attack on the problem, the handling of the sample, the response to correction, and the finding of the solution. When engaged in creative activities such as gestural representation, drawing, dance, musical expression, drama, and play, the benefits gained by children are considerably enhanced emotionally, socially, and cognitively in formation of complex thinking and concepts through interaction with adults, peers, and materials in diversified ways, in particular in problem solving.

4.1 Gestural Representation

The gesture is one of the sign systems that are frequently used in communication and contributes considerably to such crucial activities as drawing, dance, musical expression, drama, and play in the child's development. As Vygotsky (1978) argued, the gesture is the initial visual sign that contains the child's future writing, as an acorn contains a future oak. Gestures are writing in air, while written signs frequently are simply gestures that have been fixed. Wolf & Perry (1988) stated that children tend to produce gestural representations early in the second

year and in instances focus on representing characteristic motions, using the modality of gesture, often in combination of naming. With regard to the linkage between gestures and pictorial or pictographical writing, Vygotsky identified children's games and scribbles as two domains in which gestures are linked to the origin of written signs. He has observed that children frequently switch to dramatization in drawing, depicting by gestures what they should show on the drawing and the pencil-marks are merely a supplement to this gestural representation. As he asserted, in general, we are inclined to view children's first drawings and scribbles rather as gestures than as drawing in the true sense of the word. In drawing complex objects, children do not render their parts but rather general qualities of the objects they attempt to represent. Furthermore, Vygotsky stated that children's symbolic play can be understood as a very complex system of speech through gestures that communicate and indicate the meaning of playthings. On the basis of these indicatory gestures, just as drawing is initially supported by gesture and becomes an independent sign, playthings themselves gradually acquire their meaning.

4.2 Drawing

Human use of sign systems in fulfilling special functions of operations has a long history and begins even in the early childhood years. As asserted by Vygotsky (1978), even such comparatively simple operations as tying a knot or marking a stick as a reminder change the psychological structure of the memory process by extending the operation of memory beyond the biological dimensions of the human nervous system and permit it to incorporate artificial, or self-generated, stimuli, which are called signs. Furthermore, he mentioned that one of the

most important sign systems is speech and children solve practical tasks with the help of their speech, as well as their eyes and hands. As viewed by Vygotsky, this unity of perception, speech, and action ultimately produces internalization of the visual field and drawing is graphic speech that arises on the basis of verbal speech. In a topological perspective, a child's drawing can be viewed as "a symbol structure" (Newell and Simon, 1972, p. 20) and each of the drawn objects in a child's drawing is a symbol with all the drawn objects connected by the set of relations as represented in the drawing. While many previous studies regarding children's drawing focused on the function of drawing in encouraging children's expression (e.g., Davis and Gardner, 1993; Goldstein, 1977; Ives, 1984), previous research has also shown that drawing may facilitate the child's problem solving by helping the child to perceive the important elements of a problem such as the given state, the goal state and sort out relations in a problem such as spatial, color, size, structural, and other physical and social relations in forming solution concepts and problem solving strategies (e.g., Helm and Katz, 2001)

Within a social drawing context with the advantage of an environment full of teachers and peers, drawing may appropriately nurture children's social and language development by providing a culture which encourages children to talk, observe, hypothesize, experiment, adjust, and ask for and offer help when they are drawing together with other children (Oken-Wright, 1998). Furthermore, drawing may serve in the child's development as a scaffold for emergent writers, who are engaged in symbolization on their own or under the guidance of adults in a process of transition to writing (Bodrova and Leong, 1996; Wu, 2009). Wu (2009) investigated children's emergent writing by examining

qualitatively how children's writing takes place as children are engaged in drawing and how children represent their experiences by means of symbols of different written languages in drawing. As revealed by the data of the study with regard to the mechanism through which children's symbolization may evolve from graphical representation to symbolization with conventionally written symbols with the aid of drawing, children's symbolization with conventionally written symbols may take place first through object correspondence or a chain of object correspondence in drawing, and then evolve through pure object correspondence and chains of object correspondence within contextual correspondence toward a whole contextual representation with a mixture of symbolizations with conventionally written symbols and graphical representations. The whole contextual representation with a mixture of symbolizations with conventionally written symbols and graphical representations can be equivalently represented completely with conventionally written symbols in the final stage of children's symbolization.

4.3 Dance

The child's dance, as the early-stage form of human dance, is composed of series of the child's movement of the body and corresponding visual representations and is understood with respect to the child's cognitive, emotional and social development in various perspectives to promote the child's learning context. The resources of the human body provide the simplest and most basic media by which meaningful representations can be made. Drawing is written signification and one of the critical forms of visual cultures, while dance is another form composed of gestures and expressions which are produced by the body consecutively one combination

after another to form dynamic signification. Visual culture, as mentioned by Barnard (1998), is the study of the signifying system of a society, which may be thought of the institutions, objects, practices, values and beliefs by means of which a social structure is visually produced, reproduced and contested. In the perspective of visual cultures, while the child may engage in dance with the intention of having some aesthetic effect, what is presented in the child's dance is something that can be seen and is produced with functional or communicative intent. Children's facial expressions, gestures and actions produced in dance may form various combinations of representation and communication to refer in a dynamic process to complex thinking, concepts, and events related to the experiences children acquire in their daily lives. Children's dance, as one crucial type of service available to children, facilitates children's formation of high-order complex thinking and concepts and understanding of events taking place within a social context and may be integrated into other children's creative activities such as drama and play to enhance children's developmental outcomes.

4.4 Musical Expression

Humans are capable of music appreciation even before their birth. Musical expression is another creative activity which may be provided to young children within other types of creative activities to enhance their learning and developmental outcomes. Young children may learn songs with finger play, engage in dancing to music, or express their ideas by means of musical representations along with gestures in a dramatic activity. They may also enjoy music while they are engaged in dining, drawing, or playing. As mentioned by Frost, Wortham, and Reifel (2001), young children use the physical and verbal abilities available to them to respond to music and musical

expression, including spontaneous signing and movement, would promote children's creativity. They suggested that opportunities of musical expression are provided to young children through songs and musical instruments so that young children may cultivate their artistic abilities and creativity by undertaking manipulative activities and then expanding to art appreciation with simple art materials and tools available to them. Children's musical expression is an integral part of children's creative activities.

4.5 Drama

In early childhood, children tend to explore the multi-facets of the social context with respect to real objects and people, relations among real objects and people, and events taking place within the social context. Children acquire their understanding of the functions of real constructions through experiencing real objects and construction with real objects. As cited in Frost, Wortham, and Reifel (2001), children's functional activities in the form of play begin with exploration of objects in infancy, which would become more complex and goal oriented and incorporates construction activities in early childhood. Increasing complex constructions tend to appear in preschoolers' functional activities and elaborated by 5- and 6-year-olds through social interactions. Furthermore, children's representational or symbolic actions also emerge prior to the early childhood years and would become more complex in the early childhood years in dramatic activities, which would provide children with the opportunities of imitation, imagining, dramatizing, and role play.

The social interactions among children in their dramatic activities enhance children's social development and pave a path for their transition into the real world and further into the adult society.

While dramatizing together in a group setting, the whole interactive context facilitates children's expression of thinking, concepts, and feelings in a setup similar to the real world, but providing more comfort and security to children engaged in the dramatic activities. Children's dramatic activities may evolve into the more sophisticated play form of sociodramatic play. As mentioned by Frost, Wortham, and Reifel (2001), sociodramatic play is the most advanced form of social and symbolic play, in which children may carry out imitation and drama and fantasy together. Furthermore, in role playing within sociodramatic play, children may imitate real-life people and experiences they have acquired within a social context, with make-believe serving as an aid to imitation. While representing real-life objects, people, and events with their peers in dramatic activities, children are encouraged to include their imaginations in carrying out their roles and may acquire more experiences and form thinking and concepts of various types.

4.6 Play

While researchers have found it difficult to describe completely and appropriately what the word *play* refers to due to the ambiguity of play (e.g., Sutton-Smith, 1997), if a word has to be used to properly describe an activity the child undertakes in her/his early childhood years, the word *play* would be the appropriate one which would include most children's activities such as gestural representation, drawing, dance, musical expression, and drama as previously mentioned. As mentioned by Vygotsky (1978) with regard to the role of play in the child's development, play appears to be invented at the point when the child begins to experience unrealized tendencies and there would be no play if needs that could not be realized immediately did not develop

during the school years. Theories regarding the child's play cannot ignore the fact that play fulfills children's needs, otherwise they would lead to a pedantic intellectualization of play. In addition to the child's needs, research on the child's play can not ignore the function of play in terms of a beneficial consequence rather than the stricter biological sense of adaptation, as noted by Pellegrini and Boyd (1993). Furthermore, from an anthropological perspective Schwartzman (1978) stated that functional explanations of children's play most commonly employ the metaphor of play as imitation/preparation and presented Groos's suggestion that play allows animals and humans to practice or rehearse for adult activities. The view of play as practice or rehearse for adult activities has become one of the most commonly accepted explanations available in the literature regarding the child's play and provided a framework for researching on the child's play.

Play contexts play a critical role in the child's play. Reifel and Yeatman (1993) argued that peer play is considerably influenced by play objects and the physical play contexts and play activities reflect the physical settings and the cultures, which adapt to the physical settings. As mentioned by Frost, Wortham, and Reifel (2001), for participants and observers, what makes play activities meaningful may be the context itself and children's play must be understood in the cultural ecology, or social context, in which it is meaningful. In terms of children's socialization within a social context, Frost, Wortham, and Reifel asserted that the ways children play are associated with socialization into their society, which may include the acquisition of gender roles, values, and understandings about social institutions. They mentioned that children during play may also begin to acquire a sense of power relations and acceptable roles in their society. As they pointed out in the

perspective of human evolution, play allowed humans to communicate about the nonpresent with the onset of play and decontextualize their communications, which would help abstraction and the ability to theorize.

While a vast number of studies have supported the importance of the role play would take in the child's development, understanding the child's play has been one of the most difficult problems confronting researchers and practitioners in the field of early childhood education and care as they attempt to provide developmentally appropriate care and service to young children. Studies of the child's play have reported on the necessity of understanding the child's play and providing play activities from the perspective of the player rather than the provider (e.g., Schwartzman, 1978; King, 1979). As mentioned by Schwartzman (1978) regarding the influences of culture on the child's play, the ethnoscientist's definition of culture has many implications for the study of the child's play and stresses the importance of the player's understanding and interpretation of his/her activity. Schwartzman argued that it is no longer the anthropologist who acts as analytic expert and instead it is the child, as player, who relates his/her knowledge of the play or game to the ethnographer. Similarly, King (1979) asserted that adult perspectives on reality are not always in harmony with those of children and defining play in kindergarten from the child's point of view would add a new dimension to our understanding of the role play would take not merely in the classroom setting but in the life of the child as well. Furthermore, Frost, Wortham, and Reifel (2001) noted that understanding the perspectives of participants with respect to their customs, beliefs, and values is necessary for understanding children's play. In this line of research, Wu (2008) examined qualitatively

children's perspectives on play with the aid of children's drawings along with their verbal expressions. The data of the study suggested contingency, focus, and process as three of the essential characteristics of play perceived by the children of the study and demonstrated the children's formation of concepts such as direction, path, and speed and complex thinking of association, collection, and chain in representing their perspectives on play with graphical symbols. Research on the child's play and formation of thinking and concept may be undertaken with the aid of children's perspectives as represented by the graphical symbols in children's drawings. In supplying play activities as developmentally appropriate services to young children, a service provider should take into consideration play contexts and children's perspectives and needs for the beneficial consequences with which the services to be supplied would provide the young children engaged in the activities.

5. CONCLUDING REMARKS

Educational services are included in the vast collection of real goods and services consumed in our daily lives, but appear to be ignored in the line of managerial research. In this paper, some crucial issues associated with the provision of educational services to young children have been examined to encourage more quality educational services to be provided to young children and draw the attention of managerial research to the critical service-science-related field of early childhood education and care, while researchers and practitioners in other areas such as medical science and care have been allocating part of their effort to this field to promote the educational and care quality.

To conclude the discussion, a contextual perspective of provision and consumption of services for young children is represented in Figure 1, presented in the Appendix, to depict the system in which crucial factors relevant to provision and consumption of quality services for young children interact within a service-inclusive social context. As presented in this figure, relations such as partnerships among consumers and providers of services within a service-inclusive social context are generated by the cultural and physical elements, services embedded in these elements, and participants, including children and adults, within the social context. Young children may acquire developmental benefits by consuming services provided through activities such as gestural representation, drawing, dance, musical expression, drama, and play taking place within a domestic or social context, while parents provide guidance to them or encourage them to interact with more capable peers to reap the developmental benefits associated with the zone of proximal development as proposed by Vygotsky (1978). As participants in young children's consumption of services within a service-inclusive social context, parents may update their information relevant to the provision and consumption of services for young children and make corresponding evaluation of the service provision and consumption to adjust their demand decisions in this dynamic framework.

Furthermore, among all the young children within a social context, special children are one group who need special care and services. Previous studies have reported on the needs of special children and parental involvement in special early childhood education within a social context with special educational services provided to special children (e.g., Swick and Hooks, 2005). However, the needs of special children and parental involvement in special

children's consumption of other types of services tend to be ignored by service providers and researchers in the interwoven field of service science and management. Researchers and practitioners concerned with issues related to the provision and consumption of services for young children, in particular special children, may undertake their research or practice within this dynamic framework to provide research or practical support to promote the developmental outcomes of young children as service consumers within a service-inclusive social context.

REFERENCES

1. Abelson, R. P., "Psychological status of the script concept," *American Psychologist*. **36**, 715-729 (1981).
2. Barnard, M., *Art, Design, and Visual Culture*, New York, New York: St. Martin's Press (1998).
3. Bodrova, E. and D. J. Leong, *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. Englewood Cliff, NJ: Merrill/Prentice Hall (1996).
4. Bredekamp, S. (Ed.), *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, Washington, DC: National Association for the Education of Young Children (1987).
5. Bredekamp, S. and Copple, C. (Eds.), *Developmentally Appropriate Practice in Early Childhood Programs* (rev. ed.), Washington, DC: National Association for the Education of Young Children (1997).
6. Davis, J. and H. Gardner, "The arts and early childhood education:

- a cognitive development portrait of the young child as artist,” in: Spodek, B. (Ed.), *Handbook of Research on the Education of Young Children*, New York: Wiley, 191-206 (1993).
7. Frost, J., S. Wortham, and Reifel E., *Play and Child Development*, Upper Saddle River, New Jersey: Prentice Hall, Inc. (2001).
 8. Goldstein, N., *The Art of Responsive Drawing*. Englewood Cliff, NJ: Prentice-Hall, (1977).
 9. Helm, J. H., and L. G. Katz, *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press, (2001).
 10. Ives, S. W., “The development of expressivity in drawing,” *British Journal of Educational Psychology*, **54**, 152-149 (1984).
 11. James, A., C. Jenks and A. Prout, *Theorizing childhood*. NY: TC Press (1998).
 12. Kamii, C., and R. Devries, *Group Game in Early Education*, Washington, D.C.: NAEYC (1980).
 13. King, N. R., “Play: The kindergartener’s perspective,” *The Elementary School Journal*, **80**, 81-87(1979).
 14. Lawrence-Lightfoot, “Illumination: framing the terrain,” in Lawrence-Lightfoot S. and J. H. Davis (Eds.), *The Art and Science of Portraiture*. San Francisco: Jossey-Bass, 41-59 (1997).
 15. Lin, S., and S. Reifel, “Context and meanings in Taiwanese kindergaren play,” in: Reifel S. (Ed.), *Play & Cultures Studies*, Westport, CT: Ablex, Vol. 2, 151-176 (1999).
 16. Lubeck, S., “Is developmentally appropriate practice for everyone?” *Childhood Education*, **74**, 283-298 (1998).
 17. Nelson, K. and J. Gruendel, “Generalized event representations. Basic building blocks of cognitive development,” in: M. E. Lamb and Brown A. L. (Eds.), *Advances in Developmental Psychology*, Hillsdall, NJ: Erlbaum, Vol. 1, 131-158 (1981).
 18. New, R. S., “Culture, child development, and developmentally appropriate practices,” in: Mallory B. L. and New R. S. (Eds.), *Diversity & Developmentally Appropriate Practices*, New York, NY: Teachers College, Columbia University Hall, 65-83 (1994).
 19. Newell, A., and H. A. Simon, *Human Problem Solving*. Englewood Cliff, N.J.: Prentice Hall (1972).
 20. Oken-Wright, P., “Transition to writing: drawing as a scaffold for emergent writers,” *Young Children*, **53(2)**, 76-81 (1998).
 21. Patton, M. Q., *Qualitative Research & Evaluation Methods*, Thousand Oaks, CA: Sage (2002).
 22. Pellegrini, A. D., and B. Boyd, “The role of play in early childhood development and education,” in: Spodek B. (Ed.), *Handbook of Research on the Education of Young Children*, New York: Wiley 105-121 (1993).
 23. Reifel, S., and J. Yeatman, “From category to context: Reconsidering classroom Play,” *Early Childhood Research Quarterly*, **8**, 347-367 (1993).

24. Schwartzman, H. B., *Transformations: the Anthropology of Children's Play*, New York: Plenum (1978).
25. Sutton-Smith, B., *The Ambiguity of Play*, Cambridge, Massachusetts: Harvard University Press (1997).
26. Swick, K. J., and L. Hooks, "Parental experiences and beliefs regarding inclusive placements of their special needs children," *Early Childhood Education Journal*, **32(6)**, 397-402 (2005).
27. Thornton, S., *Children Solving Problems*. Cambridge, Massachusetts: Harvard University Press (1995).
28. Valenzuela, A., *Subtractive Schooling: U. S.-Mexican Youth and the Politics of Caring*, New York: State University of New York Press (1999).
29. Vygotsky, L. S., *Mind in Society*, Cambridge, MA: Harvard University Press (1978).
30. Vygotsky, L. S., *Thought and Language*, Cambridge, MA: The MIT Press (1986).
31. Wolf, D., and M. D. Perry, "From endpoints to repertoires: some new conclusions about drawing development," *Journal of Aesthetic Education*, **22(1)**, 17-34 (1988).
32. Wu, L., "A structural analysis of children's experience: understanding children's graphical representations of experience for early childhood education," *Journal of Study in Child and Education*, **1**, 23-53 (2005).
33. Wu, L., "Children's graphical representations of play: the player's perspective," *Journal of Early Childhood Education*, **19**, 68-90 (2008).
34. Wu, L., "Children's graphical representations and emergent writing: evidence from children's drawings," *Early Child Development and Care*, **179(1)**, 69-79 (2009).

APPENDIX: PROVISION AND CONSUMPTION OF SERVICES

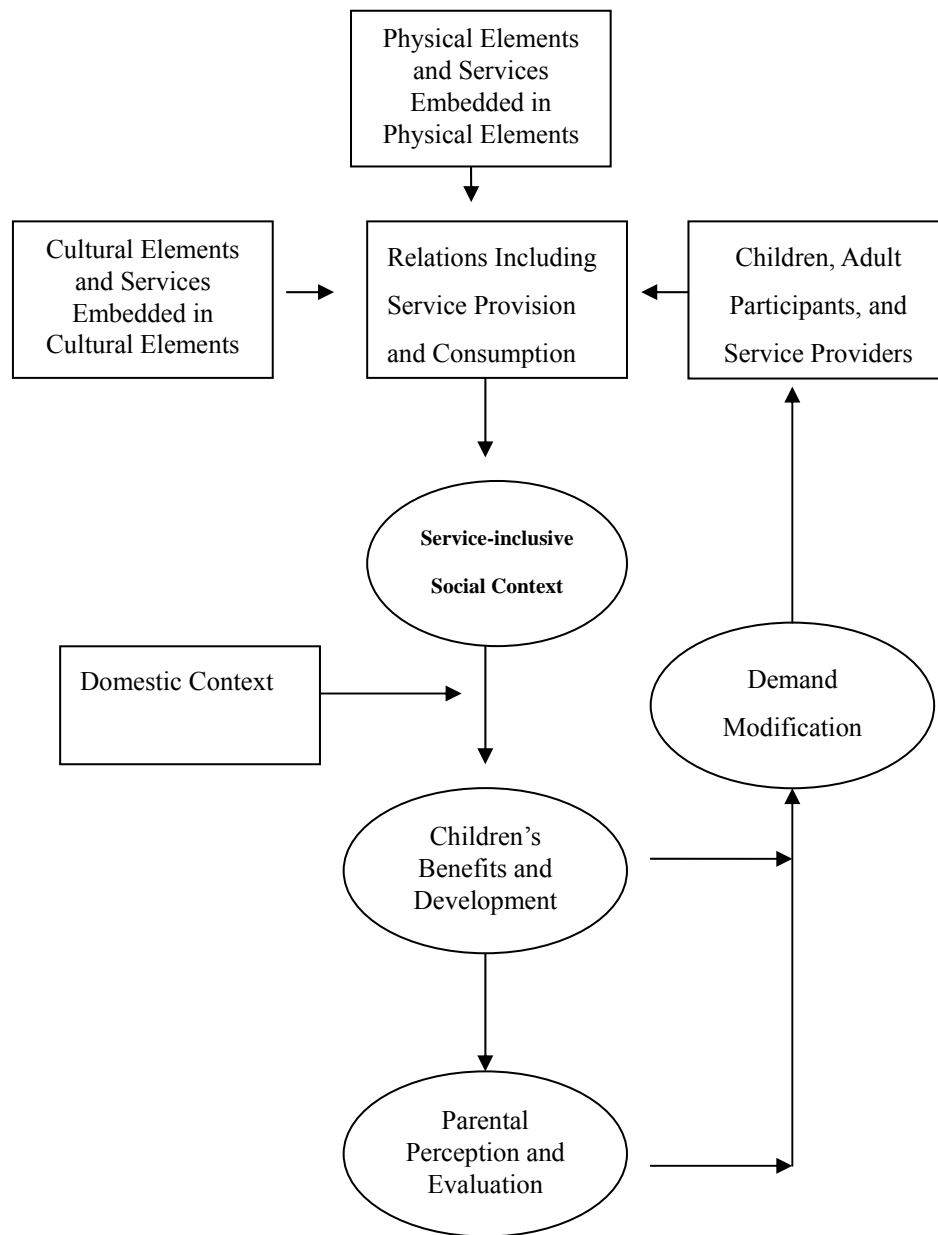


Figure 1: Provision and consumption of services for young children within a service-inclusive social context